

2004-2005 No Child Left Behind – Blue Ribbon Schools Program

U. S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Dr. Elizabeth Tharp Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Switzerland County Elementary School
(As it should appear in the official records)

School Mailing Address P.O. Box 87 (1390 Highway 250 Rising Sun, Indiana 47040)
(If address is P.O. Box, also include street address)

East Enterprise Indiana 47019
City State Zip Code + 4 (9 digits total)

Telephone (812) 534-3128 Fax (812) 534-2042

Website/URL www.switzerland.k12.in.us E-mail ejones@switzerland.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Tracy Caddell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Switzerland County School Corporation Telephone 812-427-2611

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Jack Ranz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Private Schools: If the information requested is not applicable, write N/A in the space _____

PART I – ELIGIBILITY CERTIFICATION

[Include this page in the school’s application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal even K-12 schools must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2004 –2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind - Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other (Briefly explain)
 4 TOTAL
2. District Per Pupil Expenditure: \$ 8,600
- Average State Per Pupil Expenditure: \$ 9,100

School (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 ☐ Suburban school with characteristics typical of an urban area
 ☐ Suburban
 ☐ Small city or town in a rural area
 ☒ Rural
4. 1 Number of years the principal has been in her/his position at this school.
- 5 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K					6			
K	56	33	89		7			
1	47	38	85		8			
2	46	35	81		9			
3	46	23	69		10			
4	53	30	83		11			
5	33	27	60		12			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					467

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>98</u> | % White |
| <u>0</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 22 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	48
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	57
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	105
(4)	Total number of students in the school as of October 1	467
(5)	Subtotal in row (3) divided by total in row (4)	0.224
(6)	Amount in row (5) multiplied by 100	22%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 49 %
197 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 19 %
88 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>42</u> Speech or Language Impairment
<u>5</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>10</u> Emotional Disturbances	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>20</u>	<u> </u>
Special resource teachers/specialists	<u>4</u>	<u>6</u>
Paraprofessionals	<u>12</u>	<u> </u>
Support staff	<u>10</u>	<u> </u>
Total Number	<u>47</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio: 23 : 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rate and only high schools need to supply drop-off rates.)

	2003 - 2004	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000
Daily student attendance	96 %	97 %	96 %	95 %	94 %
Daily classroom teacher attendance	95 %	96 %	95 %	92 %	94 %
Classroom Teacher turnover rate	9%	0%	5%	5%	0%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Situated in the rural area of southeast Indiana, somewhat isolated from the county seat, Vevay, Indiana, as well as the rest of the state, stands Switzerland County Elementary School. A very dedicated, motivated and qualified staff recognizes that every child is important and deserves the opportunity to learn. This belief is reflected in the mission of the school which states: **“All entities involved in educating our students cooperatively work in a safe, harmonious, and healthy environment as lifelong learners and responsible citizens in our changing world.”** Concentrating our effort to ensure that all children succeed, jointly the community and staff developed and implemented a school improvement plan that focuses on three areas: (1) Reading Comprehension, (2) Vocabulary, and (3) Attendance.

Switzerland County Elementary serves 467 students. Nineteen percent of our students have identified disabilities, and forty-nine percent are from disadvantaged backgrounds with a school mobility rate of twenty-two percent. In order to ensure the support all children need to succeed the staff and administration are involved in continually realigning curriculum to meet state and national standards. Programs are constantly being updated and evaluated for their effectiveness in order to better serve the needs of the children.

Currently a large percentage of the staff has been trained in and implemented the Four Blocks teaching method. This style of teaching exposes a child to more individual attention and instruction as well as provides activities for meeting the learning modality needs of a wide range of students. A researched-based professional development plan correlated to the school improvement plan, supports teachers' needs as they monitor student progress. Funded by the Indiana Department of Education, Switzerland County Elementary faculty members are privileged to be a part of the Top Hat Consortium, which is supported by Mid-continent Research for Education and Learning (McRel) in Colorado. McRel has been invaluable in providing research and practical guidance in Robert Marzano's *Classroom Instruction That Works*, early literacy, and research-based vocabulary in elementary schools. The Indiana Writing Initiative, designed after the National Writing Project, has provided valuable support in establishing training for writing centers for our students. Training for technology integration is an on-going process.

Attendance is a concern that is necessary to address in the improvement plan. The use of incentive plans and field trips that expose them to outside resources provide students with added excitement to be in school everyday. As a unified entity, Switzerland County Elementary, staff with family and community work together to meet the needs of all children. This is evident in attendance and financial support.

Assessing the academic success of the children is an on-going process. Scores on the State ISTEP+ have consistently risen, thus providing us the honor to be named an Indiana Four Star School. Utilizing standards and mastery checklists, together with supplementary programs is key to our success.

Switzerland County Elementary, in conjunction with its community, is proud of the school's success and accomplishments. We welcome visits from other schools, and are excited when invited to assist in training other Indiana colleagues. As professional educators we understand it is imperative that we must all work together to ensure that no child is left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Switzerland County Elementary uses data from various kinds of assessments in order to understand and improve student and school performance. The Indiana State Education Progress Test (ISTEP+) is mandated by law to assist in the determination of progress in language arts and math. All children in grade three are tested. All scores are reported, including children with Individualized Education Plan (IEP's) and other academic restrictions.

For the past eight years, we have assessed the academic success of our children. Scores on the ISTEP+ have consistently risen and have progressed from 62 % to 90 % passing in language arts. Math scores have improved from 51 % to 96 % passing. As indicated, in the table from Part VII, there are no major disparities among subgroups.

Due to the alignment of state standards to the test, standards-based tests were implemented in 2002-2003. Therefore, due to the modification in the test, it is difficult to compare testing in previous years with current testing. The specific results for each year are as follows:

Switzerland County Elementary ISTEP and ISTEP+ Result				
Year	Language Arts % Pass	State Ranking (Approximately 1,444 School)	Math % Pass	State Ranking (Approximately 1,444 School)
1996	62%	N/A	51%	N/A
1997	65%	N/A	75%	N/A
1998	85%	432	86%	735
1999	79%	360	81%	443
2000	72%	458	82%	326
2001	80%	265	94%	46
ISTEP+ Scores (Standard-based testing)				
2002	88%	185	96%	17
2003	90%	174	94%	23

Information found on the Indiana Department of Education web page.

Multiple assessments allow Switzerland County Elementary teachers to immediately identify children at-risk and in need of additional support in specific areas of learning. Some of these include:

- One assessment we utilize is the Observation Survey by Marie Clay. This assessment is administered to kindergarten and first grade for placement in literacy groups.
- The Waterford Early Reading Program by Electronic Education is utilized by kindergarten. This program provides individualized reports on mastery and progress in reading for each student in kindergarten.
- The entire school participates in Scholastic Reading Counts to assess basic comprehension understanding. Students are evaluated weekly and many students progress at a faster pace.

- Curriculum Frameworks from Indiana's Academic Standards Resource Guide is the assessment tool for both reading and math at the upper levels to assess each child's mastery of the Indiana standards as each cluster of skills is taught.
- We are currently implementing the Plato Reading and Math program that is a standard-based diagnostic computer-learning tool. This program is in the process of being implemented at all grade levels to provide individualized instruction.

The Switzerland County Elementary staff makes a concentrated effort to diagnose each student's skill level. Student progress is assessed regularly through the utilization of such tools as pre-testing and post-testing, observation checklists, teacher conferencing, and rubrics.

2. Use of Assessment Data

Evaluation of pertinent statistical data is essential to the improvement of teaching and student learning. Switzerland County Elementary utilizes meticulous ISTEP+ data analysis reports that disaggregate scores and trends from 1996 to present. In addition, the implementation of No Child Left Behind further assists in identifying particular subgroup areas needing attention, resulting in specific instructional modifications. The use of this data is critical when working with designated children.

Individual performance indicator graphs and item analysis data target ISTEP+ skills that are used to differentiate instruction of students. Various enhancement programs may include Jumpstart (summer program), Title 1, or after-school enhancement. Targeted areas are communicated to parents for additional support.

Switzerland County Elementary works closely with the middle school and its assessment results. Preparing a reading and math gap analysis sheet for diagnostic purposes enables us to determine learning gaps between grade three and grade six. This data is also analyzed corporation wide ensuring that targeted areas are identified.

Tracking standards mastery is an integral part of monitoring student progress. Standard checklists for each student provide continuity for student progress and identify historical perspectives for the mastery/non-mastery of the Indiana standards. Formal and informal assessments are a component of student mastery of these standards.

Finally, assessment data is the main focus when updating our professional development plan. Planning for the school and/or corporation needs of our teachers and staff is based on the individual learning needs of our students. Data drives instruction and also guides the foundation of the adult learning community.

3. Communication of Student Performance

Switzerland County Elementary communicates student assessment data, student performance, and student progress on a regular and consistent basis. Progress reports and report cards are sent home every four and nine weeks respectively. Identified students receive daily, and/or weekly communication through written reports, phone calls, and e-mail. A learning contract, signed by all entities involved is a mandatory component of any student having ISTEP+ difficulties. A variety of incentives are provided to reward student progress and success on a weekly and/or monthly basis. Parents are an integral part of celebrating student success.

Switzerland County Elementary sends home a handbook that explains expectations for the pupils. Parent conferences are conducted providing hours that accommodates all parents. Parents and teachers are also encouraged to schedule appointments throughout the year, as they deem necessary.

Finally, Switzerland County Elementary sends the assessment data from ISTEP+ directly to the homes. We invite and encourage parents to contact the school if there are questions concerning the results. The principal prepares presentations for teachers' meetings, PTA meetings, administrative meetings, and school board meetings to share student results on ISTEP+ testing and goals for the future. The community and regional newspapers publish assessment results.

Results are shared with community groups who provide resources for programs that enhance school improvement. Funds and personal participation from community organizations are invaluable to our pupils and facilitate student success in the classroom.

4. Sharing Success

Switzerland County Elementary is proud of its accomplishments and shares its successes with other schools. The teachers are committed professionals that work as leaders and collaborators to improve programs throughout the community so that all children have the opportunity to learn and so that no child is left behind. Because of this commitment the scores have consistently risen in language arts and math since 1996. Our school was honored as an Indiana Four Star School.

Switzerland County Elementary in conjunction with its community is proud of the school's success and accomplishments. We welcome visits from other schools, and are excited when invited to assist in training other Indiana colleagues. Plus, our teachers have been invited to present research-based teaching strategies at local, state and national conferences such as:

- Showcase of the Best in Indiana sponsor by the Indiana Small and Rural Schools Conference
- Indiana Block – Four Block Conference sponsor by the Southern Indiana Educator Center
- Through the distant learning program, Vision Athena
- National Rural Education Conference
- Staff from Switzerland County Elementary traveled to school corporations within Indiana to highlight the programs used by our school for school improvement. Several of these corporations sent administrative and teaching staff to observe our teachers at work.

In the event Switzerland County Elementary wins this prestigious award, we will continue to share our success with other schools and educators. We will update the information on our school website highlighting the Blue Ribbon award with specific details to allow other schools to model our success. Examples would include informal assessments to include mastery standard checklist examples, gap analysis forms, methods of teaching research based vocabulary and examples of best teaching practices from the specific programs put in place like Four Blocks, and Math Their Way. We will continue to participate in distance learning opportunities and present at local, state and national conferences. The focus of these presentations has been highlighting our programs, instructional techniques, intervention strategies, and assessment strategies.

PART V – CURRICULUM AND INSTRUCTION

Switzerland County Elementary has revised the curriculum in language arts, math, science, and social studies to implement a comprehensive approach to improve student learning. In addition to an independent professional study, Switzerland County Elementary joined forces with the Top Hat consultants to design our approach. The consultants assisted in reviewing our standards and benchmarks for clarity, coherence, and content; helped translate curriculum into grade-level standards and benchmarks; designed developmentally appropriate, challenging, standards-based activities; and advised us on how we could collect, study, and effectively use assessment data.

The school's curriculum, instruction, and assessment are totally aligned. Each teacher has standards checklists that are rigorously adhered to and monitored by the building principal. The curriculum framework assures all staff that they are following the same guidelines.

Switzerland County Elementary subject areas include language arts, mathematics, health and science, and social studies. Special needs pupils are accommodated with standards-based and individualized programs. Students also receive instructions in art, music, physical education, and technology. When applicable, instructional activities in these areas are integrated with state language arts and math standards.

Language arts is an area that one could see many diverse activities in this school. Due to the specific at-risk population, Switzerland County researched its options on early-based interventions. To make up for the 3000+ hours of pre-literacy exposure many of our students lack, the Waterford Early Reading Program and a literacy-reading program were implemented in the primary grades. Switzerland County Elementary implements a literacy curriculum framework that involves the skill areas of vocabulary development, phonemic awareness, systematic word analysis, reading comprehension, literacy response and analysis, writing process, writing applications, spoken and written English, and listening and speaking skills through the Four-Blocks teaching model and the Indiana Writing Initiative. Mountain language, a standards-based program, was piloted by the fifth grade two years ago and is in the process of being implemented throughout the entire school. As a typical part of each child's school day, embedded in these instructional strategies are meaningful activities that push for literate students.

The math curriculum focuses on problem solving, measurement, computation, algebra and functions, geometry, number sense and computation. Students are presented with numerous "hands-on" experiences in both math and science. Manipulatives are used at all grade levels as appropriate.

The social studies curriculum includes a wide range of study areas. These areas include state history, United States history, cultural areas, current events, communities, and family connections. Many project-based learning activities, guest speakers for History Day, projects for our school wide Pioneer Day, field trips such as Story Fest (where history comes alive), help to make history something the students can experience.

Science focuses on physical, life, and earth sciences. Our Outdoor Lab allows for close-up observations of plant and animal life. The scientific process is practiced at all grade levels in the spring at the annual Science Fair. Primary grades do class projects while the intermediate students complete partner or individual science experiments. Our Gifted/Talented program uses critical thinking and a "hands-on" technological approach to expand on the regular curriculum. The Title I program is designed to provide support for those children in the classroom that are immediately at risk and help them become successful at grade level as quickly as possible. Switzerland County Elementary continually expands its extra

curricular activities that are offered during and after school to include activities in math, spelling, art, Spanish, drama and strategies.

According to data analysis, curriculum is reviewed each year and adjustments are made to meet the needs of students. We are continually striving to meet the needs of each individual student. The school monitors carefully what research-based practices are working and modifications are made accordingly.

2. Reading

Switzerland County Elementary data indicated that teachers needed to go beyond the traditional approach of teaching reading. Along with the basal, Four Blocks was selected as the best research-based approach for delivery to meet students' needs. The components of the Four Blocks are Guided Reading, Self-Selected Reading, Writing, and Working with Words. Daily instruction in all Four Blocks provides numerous opportunities for students to grow, explore and develop in reading and writing. The multilevel format of each block provides substantial instructional support for all learners. In the Guided Reading Block, children are exposed to a wide range of literature, taught comprehension strategies, and taught difficult text. Children read from mini libraries housed in the classroom during the Self-Selected Reading Block. Teachers help children develop a love of reading and a wide range of reading abilities and interest are addressed. Each student holds an individual book conference with the teacher. The Working with Words Block is the phonetic component of Four Blocks. Students learn to spell and decode difficult words as well as read and spell high frequency words. All classrooms have word walls. In addition to the research-based vocabulary provided by McRel on which the school concentrates, the fourth grade showcases a word of the day while the fifth grade teaches Latin roots. The Writing Block provides a model for children of what real writers do. Children engage in writing that progresses through all of the steps in the writing process, including a finish work with illustrations. Throughout this process children meet with their teacher as well as other students to review their writing. Children celebrate writing by sharing their work with the class and supporting each other. Various kinds of writings are posted on the walls inside and outside the classrooms.

The Indiana Writing Initiative, modeled after the National Writing Project, has provided research-based ways to teach writing with the use of excellent children's literature. Good literature serves as examples for children of how to include voice, tension, develop characters, time and place in a story.

The Waterford Early Reading Program provides kindergarten students with a strong multi-media technological approach to reading in an individualized program with a strong home to school connection. Literacy groups are used for all students in first grade while second and third graders use Literacy Circles. The intermediate grades supplement the basal with the use of trade books. Scholastic Reading Counts is used school wide to motivate extensive reading beyond regular reading instruction. These wide range approaches encourage all students to be independent readers.

3. Math

Special attention was given when choosing the math series to the correlation of State standards and cross-grade collaboration of school curriculum. This series provides direct instruction, practice materials, mastery assessment, and use of "hands-on" manipulatives. In addition to this it provides such daily activities as the (problem of the day) and problem solving for various concepts.

Numerous Switzerland County Elementary teachers have been trained in the "Math Their Way" and "Math Their Way of Thinking" programs. Mountain Math is available school-wide. This program offers

practice for a number of standards that students are required to master at their particular grade level. Daily calendar math is used by all grades. Several classes in grades K-3 use the Mini-Economy Model to promote “hands-on” experience in managing “school money”. AIMS education is used to focus in on the connection between science and math. Our ISTEP+ Mathematics success is a reflection of the effectiveness of these programs.

Math is an integral part of learning and a necessary life skill. Therefore, it is of utmost importance that children succeed in this area of their curriculum. Switzerland County Elementary has made a conscientious effort to provide vertical articulation to ensure that all students are provided with the skills needed to succeed. Higher-level thinking skills are imperative for success on the ISTEP+ and other academic endeavors. Review is necessary for students to grasp these concepts. Daily review in the classroom, summer programs, Title I instruction, after school tutoring and enhancement programs are all key in the area of Switzerland County Elementary success in the area of math.

4. Instructional Methods

Switzerland County Elementary recognizes the need for differentiating instruction and is continually researching to find updated ideas for reaching all students. All teachers were instructed and have implemented the nine strategies of Robert Marzano in his book *Classroom Instruction That Works*: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives, and providing feedback, generating and testing hypotheses, and cues questions and advance organizers. Research shows that students show a higher level of success because these strategies address modalities that children relate to better than the more traditional style of teaching.

In an attempt to update teaching styles to better meet the needs of the students, teachers began to look for more updated styles for teaching language arts skills. Children needed to become more proficient in reading, writing, and vocabulary. These skills are all closely related, and Switzerland County educators felt that there should be more continuity in their instruction. After researching many programs being made available today, the staff of Switzerland County Elementary felt that the Four Blocks style of teaching best fit its needs and had been proven successful in similar socio-economic areas. Most of the staff has received formal training for this teaching style and it is used throughout the building as the primary style for teaching language arts.

An extensive professional library is made available for support materials. Schedules have been modified to create common planning time, and in-service days have been set aside for cross-grade collaboration. This creates time for educators to discuss what is working and not working in their classrooms and to share ideas with their peers.

Connection between families of struggling students and the school is invaluable. In order for students and parents to share the responsibility in learning skill deficiencies, teachers notify the parents. All parties then share in the creation of a contract in an attempt to ensure the success of the student based upon their needs and the modalities in which they seem to learn best.

Since Switzerland County has a higher poverty rate than most surrounding areas and is a somewhat secluded area, most educators feel that it is important to expose their students to outside resource that are available. When possible, field trips are carefully planned to allow students to receive instruction and exposure to the rich historical area in which they live, as well as the available resources in the

surrounding area. Also, whenever possible outside people are brought in to make presentations, which disseminates a wealth of information that the students might not otherwise be exposed.

5. Professional Development

The staff of Switzerland County Elementary understands that professional development is a primary component to improved student learning. The school's professional development plan is consistent with our school improvement plan. The goal of the professional development plan is to enhance student achievement in writing, reading and problem solving.

In 2000, Switzerland County Elementary, as a part of the Switzerland County School Corporation, was chosen to be a member of the Top Hat Consortium. The State Department of Indiana selected seven high-poverty corporations to participate in a four-year professional development consortium. Mid-continent Research of Education and Learning (McRel) staff trained representative teachers and administrators in best practices, instructional approaches and the acquisition and utilization of data. Teacher members of the Top Hat consortium became mentors within our school. The teachers led staff in-services and worked with designated teachers on successful strategies. The mentor teachers, who had been trained by McRel, transferred the information learned at Top Hat to the entire staff. As the staff implemented these strategies learned via Top Hat, weekly grade level meetings became a primary part of the professional development. Collaboration and study groups are also important facets of the professional developments at the school.

The Switzerland County School Corporation was fortunate to receive a million dollar technology grant from the Eli Lilly Foundation. As part of the grant, staff members received training in the integration of technology into the curriculum. New software and distance learning opportunities are continually being presented for use in the classroom as well as professional development.

Teachers are encouraged to observe their colleagues in other schools and within the building. The faculty is encouraged to attend professional development workshops and then share the information. Teachers give presentations within the school and conduct after-school workshops for colleagues in other district schools. The Indiana Writing Initiative was one of the expanded workshops; it taught teachers how to teach the craft of writing using good children's literature. Teachers attended writing rubric workshops in order to coordinate with the state writing rubric. Professional development is an ongoing process. Educators continually seek ways to better reach their students so that no child is left behind.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade: 3 Test: Indiana Statewide Testing for Educational Progress (ISTEP+)

Edition/publication year: Same year as administration Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: 62

Number of students who took the test: 62

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from testing.

Number excluded: 0

Percent excluded: 0%

ISTEP+ stands for Indiana Statewide Testing for Educational Progress-Plus. ISTEP+ is Indiana's statewide assessment administered to students at Grades 3, 6, 8, and 10. At the Grade 10 level, ISTEP+ includes the High School Graduation Qualifying Exam.

ISTEP+ measures student achievement in English/language arts and mathematics. Grade 3 ISTEP+ assesses Indiana Proficiency Content Standards, testing students on the skills that they have built from Kindergarten through Grade 2.

The test was written to reflect the Indiana Proficiency Content Standards in English/language arts and mathematics in order to ensure a match between what is taught and what is tested.

The student population of Switzerland County Elementary is overwhelmingly white. We have a 39% (24 pupils) free/reduced lunch statistic for grade three. For the first time in 2003 we added special education, 21% (13 pupils), to our subgroups.

Our school ranks well above the state averages when analyzing the following chart:

School Year	Language Arts Indiana State Average	Language Arts SCES Average	Percentage Difference
1999	69%	79%	+10%
2000	65%	72%	+7%
2001	67%	80%	+13%
2002	73%	88%	+15%
2003	75%	90%	+15%

School Year	Mathematics Indiana State Average	Mathematics SCES Average	Percentage Difference
1999	73%	81%	+8%
2000	71%	82%	+11%
2001	71%	94%	+23%
2002	67%	96%	+29%
2003	72%	94%	+22%

The true picture of these scores appears to be stability. There are no extremes from year to year. Switzerland County Elementary attempts to maintain their status as a consistently high scoring school.

Percentage of Students Passing English/Language Arts

Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
School Scores					
% At or above standard (proficient)	90%	88%	80%	72%	79%
% Pass Plus	16%	14%	N/A	N/A	N/A
Number of students tested	62	57	66	70	68
Percent of total students tested	100%	100%	98%	99%	100%
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	2%	1%	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or above standard (proficient)	88%	87%	N/A	N/A	N/A
% Pass Plus	21%	10%	N/A	N/A	N/A
Number of students tested	24	31	N/A	N/A	N/A
2. Special Education					
% At or above standard (proficient)	77%	N/A	N/A	N/A	N/A
% Pass Plus	8%	N/A	N/A	N/A	N/A
Number of students tested	13	*6	N/A	N/A	N/A
STATE SCORES					
% At or above standard (proficient)	75%	73%	67	65	69
% Pass Plus	13%	10%	N/A	N/A	N/A

*Not enough students to be considered a subgroup.

Percentage of Students Passing Mathematics

Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
School Scores					
% At or above standard (proficient)	94%	96%	94%	82%	81%
% Pass Plus	45%	12%	N/A	N/A	N/A
Number of students tested	62	57	66	70	68
Percent of total students tested	100%	100%	98%	99%	100%
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0%	0%	2%	1%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or above standard (proficient)	92%	100%	N/A	N/A	N/A
% Pass Plus	46%	10%	N/A	N/A	N/A
Number of students tested	24	31	N/A	N/A	N/A
2. Special Education					
% At or above standard (proficient)	100%	N/A	N/A	N/A	N/A
% Pass Plus	31%	N/A	N/A	N/A	N/A
Number of students tested	13	*6			
STATE SCORES					
% At or above standard (proficient)	72%	67%	71	71	73
% Pass Plus	13%	9%	N/A	N/A	N/A

*Not enough students to be considered a subgroup.